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ABSTRACT

The 1987-88 Saginaw (Michigan) Prekindergarten Program, funded under the Education Consolidation Improvement Act Chapter 1, served 479 children at 13 elementary schools, and attained ten (62.5 percent) of its 16 achievement objectives. A list of the objectives is included in Appendix A. The program is designed to prepare inner-city 4-year-olds from diverse backgrounds with the skills needed for kindergarten. Parent involvement is an important program component. A screening test is used to select participants. The Prekindergarten Saginaw Objective Reference Test (PK-Sort) was used to measure achievement on 13 of the objectives measured. Findings include the following: (1) attainment of six of the nine objectives in the cognitive skills area; (2) attainment of one of the four objectives in the psychomotor skills area; and (3) overall attainment of seven (53.8 percent) of the 13 objectives measured. Results also show the attainment of all three of the remaining objectives that deal specifically with the Parents as Partners program component. Review of this evaluation and a separate process evaluation indicate areas for improvement in the 1988-89 program. Statistical data are included on six tables. The appendices also include a comparison of the percent of students at post-testing attaining mastery on PK-Sort objectives by school building for 1987-88, and a summary of the number and percent of prekindergarten families attaining objectives of the Parents as Partners component by school building for 1987-88. (FMW)

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EVALUATION REPORT

PREKINDERGARTEN PROGRAM PRODUCT
EVALUATION REPORT
1987-88

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PREKINDERGARTEN PROGRAM PRODUCT EVALUATION REPORT 1987-88

An Approved Report of the
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PROGRAM DESCRIPTION

Saginaw's Prekindergarten Program, which has been in operation for the past eighteen years, is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. The ultimate purpose of this program is to prepare inner city children, many of whom came from backgrounds that may not have equipped them with these skills, for entry into kindergarten. The program has goals and objectives (see Appendix A) that children, teachers, and parents work toward throughout the year. After a year of prekindergarten, these children should at least be on par with other children as they enter kindergarten.

This year there were approximately 479 children enrolled at thirteen buildings, two of which operated a half-day session.[1] For the tenth consecutive year, the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) was individually administered. Selection for this year's program was based on the pre-schooler receiving a raw score of 19 or below. A total of 509 children were screened this year (1987-88) as opposed to 472 screened last year (1986-87).

The prekindergarten staff included a staff supervisor, 14 certified teachers, 14 teacher aides, a secretary, and a graphic arts/clerical aide. With the exception of the half-day sites, each school operated at least two sessions, one from 8:45 a.m. to 11:15 a.m., and another from 12:30 p.m. to 3:10 p.m. Class sizes varied from 16 to 20 children per half-day session.

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[1] Full day programs are operating at Baillie, Coulter, Emerson, Haley, Heavenrich, Houghton, Jones, J. Rouse, Loomis, Webber, and Longfellow. A half-day session operates at Morley and Salina.

EVALUATION PROCEDURES

This report presents the results of the product evaluation of the 1987-88 Prekindergarten Program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement. The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives.

The other evaluation instrument is the Parents as Partners Sheet, on which each teacher records the amount and type of parent participation that occurred during the year (objectives 14-16).

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Tests (Pk-Sort)

The results of the PK-SORT administered during May 9-20, 1988 to the prekindergarten pupils are presented. PK-SORT results will be reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of 441 pupils in May. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

TABLE 1. SUMMARY OF NUMBER AND PERCENT OF PUPILS ATTAINING OBJECTIVES OF THE PREKINDERGARTEN SORT COGNITIVE SUBTEST MAY, 1988.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	441	424	96.1	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	441	410	93.0	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	440	233	53.0	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	441	237	53.7	No
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	441	324	73.5	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	440	392	89.1	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use at least 3 of 5 elements of fluency	441	272	61.7	No
8	Expressive Language: Semantics	65% of the pupils will use at least 3 of 5 elements of fluency	441	183	41.5	No
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	440	419	95.2	Yes

Analysis of the data contained in the above table reveals the following:

- Prekindergarten pupils attained six of the nine cognitive objectives.
- The three objectives not meeting the mastery criteria were Knowledge: Logical-Mathematical-Seriation, Expressive Language: Mean Length of Utterance and Expressive Language: Semantics.
- Objective 1 (Physical Knowledge) demonstrated the greatest percentage of attainment (96.1%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives

TABLE 2. SUMMARY OF NUMBER AND PERCENT OF PUPILS ATTAINING OBJECTIVES ON THE PREKINDERGARTEN SORT PSYCHOMOTOR SUBTEST MAY, 1988.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	440	347	78.9	No
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	439	216	49.2	No
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	440	181	41.0	No
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	437	389	89.0	Yes

Analysis of the above data reveals the following results:

- Prekindergarten pupils attained one of the four objectives.
- Objective 12 (Representation at the Symbol Level: Specific Shapes) attainment (41.0%).
- Objective 13 (Gross Motor Coordination) continued to demonstrate the highest attainment (89.0%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix B.

A comparison of this year's PK-SORT post-test results with the last two years is reflected in Table 3 below.

TABLE 3. COMPARISON OF THE NUMBER, PERCENT AND DIFFERENCE BETWEEN 1986, 1987, AND 1988 PUPILS ATTAINING OBJECTIVES ON THE POST-TESTING OF THE PREKINDERGARTEN SORT.

Obj. #	Objective Description	1986 Pupils N=414 Attaining Standard #	1986 Pupils N=414 Attaining Standard %	1987 Pupils N=403 Attaining Standard #	1987 Pupils N=403 Attaining Standard %	Difference Between 1986 and 1987 %	1988 Pupils N=441* Attaining Standard #	1988 Pupils N=441* Attaining Standard %	Difference Between 1987 and 1988 %
1	Physical Knowledge (80)**	366	88.4	361	89.6	+ 1.2	424	96.1	+ 6.5
2	Social Knowledge (80)	363	87.7	364	90.3	+ 2.6	410	93.0	+ 2.7
3	Knowledge: Classification (50)	292	70.5	256	63.5	- 7.0	233	53.0	- 10.5
4	Knowledge: Logical-Mathematical-Seriation (70)	302	73.0	236	58.6	- 14.4	237	53.7	- 4.9
5	Spatio-Temporal Knowledge: Structure of Time (50)	298	72.0	280	69.5	- 2.5	324	73.5	+ 4.0
6	Expressive Language: Labeling (85)	391	94.4	375	93.1	- 1.4	392	89.1	- 4.0
7	Expressive Language: Mean Length of Utterance (80)	317	76.6	257	63.8	- 12.8	272	61.7	- 2.1
8	Expressive Language: Semantics (65)	244	58.9	184	45.7	- 13.2	183	41.5	- 4.2
9	Expressive Language: Plot Extension/Expansion (50)	344	83.1	335	83.1	0.0	420	95.2	+ 12.1
10	Fine Motor Coordination (80)	344	83.1	346	85.9	+ 2.8	347	78.9	- 7.0
11	Spatio-Temporal Knowledge: Structuring of Space (Order) (65)	272	65.7	264	65.5	- 0.2	217	49.2	- 16.3
12	Representation at the Symbol Level: Specific Shapes (65)	203	49.0	201	49.9	+ 0.9	181	41.0	- 8.9
13	Gross Motor Coordination (80)	364	87.9	361	89.6	+ 1.7	389	89.0	- 0.6

A review of the above table indicates that:

- For 1987 compared to 1986:

  - Of the thirteen objectives, five showed increases while seven other objectives showed decreases in the percent of pupils meeting the mastery criteria.
  - Decreases ranged from 0.2 to 14.4 percentage points while the increases ranged from 0.9 to 2.8 percentage points.
  - Objectives 3, 4, 5, 6, 7, 8, and 11 showed decreases.
  - Objectives 1, 2, 10 and 13 showed increases.
  - Objective 9 showed no difference from the previous year.

- For 1988 compared to 1987:

  - Of the thirteen objectives, four showed increases while nine other objectives showed decreases in the percent of pupils meeting the mastery criteria.
  - Decreases ranged from 0.6 to 16.3 percentage points while the increases ranged from 2.7 to 12.1 percentage points.
  - Objectives 3, 4, 5, 6, 7, 8, 10, 11, 12, and 13 showed decreases.
  - Objectives 1, 2, 5, and 9 showed increases.

- For 1988 compared to 1986:

  - Of the thirteen objectives, two showed consistent increases, six showed consistent decreases, one showed a decrease and one showed a decrease and then an increase, three showed an increase and then a decrease, and one showed no change and then an increase.
  - Decreases ranged from 4.2 to 19.3 percentage points while the increases ranged from 1.5 to 12.1 percentage points.
  - Objectives 3, 4, 6, 7, 8, 10, 11, and 12 showed decreases.
  - Objectives 1, 2, 5, 9, and 13 showed increases.

Parents as Partners

Parent participation has always been an important part of the Prekindergarten Program. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for their child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

14. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.

15. 60% of the prekindergarten families will participate in parent meetings four times per year.

16. 80% of the prekindergarten families will complete with the child, nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

TABLE 4. ATTAINMENT OF PRODUCT OBJECTIVE AS DETERMINED BY CUMULATIVE ANALYSIS OF SEPTEMBER, 1987 TO JUNE, 1988 PARENTS AS PARTNERS MONTHLY LOGS.

Objective Number	Total Families #	Families Meeting Standards #	Families Meeting Standards %	Objective Attained
14 (60%)*	446	364	81.6%	Yes
15 (60%)	446	379	85.0%	Yes
16 (80%)	446	419	93.9%	Yes

*Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix C.

SUMMARY AND CONCLUSIONS

The 1987-88 Chapter 1 Prekindergarten Program served approximately 479 children at thirteen elementary schools. A screening test was administered to each registrant at the beginning of the year to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Reference Test (PK-Sort) was used to measure product outcomes on thirteen of the sixteen program objectives. The results show that the program attained six of the nine objectives in the cognitive skills area, and one of the four objectives in the psychomotor skills area. Overall, the program was able to attain seven (53.8%) of the thirteen objectives.

Objectives fourteen, fifteen, and sixteen were also part of the product evaluation of this program. These objectives deal specifically with the Parents as Partners program component. Results show that the program attained all three of these objectives.

Thus, the Saginaw Prekindergarten Program was successful in attaining 10 (62.5%) of the sixteen objectives for the program. Review of the process and product evaluation data indicates certain areas where refinement or adjustments can be made in aiming toward further program improvement.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about program improvements in the following school year.

1. The teachers and program supervisor should jointly explore the probable circumstances for poor achievement on objectives 4, 7, 8, 11, and 12 and develop an instructional management system which will lead to attaining these objectives with special emphasis on expressive language objectives 7 and 8.

2. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

3. Review with the teacher and aide what constitutes negative reinforcement. Perhaps there is some confusion as to how positive reinforcement can be used in place of negative reinforcement.

4. Develop, disseminate, and review with the teachers the proper use of teacher aides in the classroom. These guidelines should at the minimum address the following issues:

   - The specific recommended activities that the aide should be involved in,
   - An estimate of time the aide should direct, manage, and/or supervise various activities taking place in the classroom, and
   - A review of effective communication skills and usage.

5. Develop, disseminate, and review with the teachers some activities to assign to the parent helpers in the classroom.

APPENDICES

APPENDIX A

1987-88 CHAPTER 1 PREKINDERGARTEN OBJECTIVES

1. Physical Knowledge

   80% of the pupils will demonstrate properties of and display appropriate behavior for exploring properties of objects by correctly responding to 2 of 3 items related.

2. Social Knowledge

   80% of the pupils will demonstrate knowledge of social roles by correctly responding to at least three of four items related to Objective 2.

3. Knowledge: Classification

   50% of the pupils will successfully apply two criteria for sorting: color and/or form.

4. Knowledge: Logical-Mathematical-Seriation

   70% of the pupils will compare and arrange objects according to a given dimension of coordinating transitive relationships of at least one of two items of this objective.

5. Spatio-Temporal Knowledge: Structuring of Time

   50% of the pupils will respond correctly to at least 50% of the items related to temporal ordering of events.

6. Expressive Language: Labeling

   85% of the pupils will label at least four objects in the birthday party picture.

7. Expressive Language: Mean Length of Utterance

   80% of the pupils will use sentences of at least five words to describe the birthday party picture.

8. Expressive Language: Semantics

   65% of the pupils will use at least three of five elements of fluency in their description of the birthday party picture.

APPENDIX A

1987-88 CHAPTER 1 PREKINDERGARTEN OBJECTIVES (Cont.)

9. Expressive Language: Plot Extension/Expansion

   50% of the pupils will use at least one element of plot extension in their description of the birthday party picture.

10. Fine Motor Coordination

    80% of the pupils will successfully perform at least three of four activities involving hand/eye coordination.

11. Spatio-Temporal Knowledge: Structuring of Space (Order)

    65% of the pupils will correctly respond to topological relationships of order or pattern.

12. Representation at the Symbol Level: Specific Shapes

    65% of the pupils will copy successfully three of four shapes.

13. Gross Motor Coordination

    80% of pupils will successfully complete at least three of four large movements of the body.

14. Parent Participation

    60% of the adult members of the prekindergarten family will participate in school activities at least four times per year.

15. Parent Education Program: Friday Meetings

    60% of the adult members of the prekindergarten family will participate in at least four Friday meetings.

16. Parent Education Program: Home Work Activities

    80% of the adult members of the prekindergarten family will help the child complete at least nine prekindergarten home activities and return them to school.

APPENDIX B

TABLE B.1. COMPARISON OF THE PERCENT OF STUDENTS AT POST-TESTING ATTAINING MASTERY ON PK-SORT OBJECTIVES BY BUILDING FOR 1987-88.

PK-SORT Objective	BUILDING												#1 Webber	#2 Webber
	Baillie	Coulter	Emerson	Haley	Heavenrich	Houghton	Jones	Longfellow	Loomis	Morley	Rouse	Salina		
1 (80)*	96.9%	100.0%	100.0%	100.0%	94.3%	100.0%	100.0%	97.3%	100.0%	100.0%	88.9%	90.0%	82.3%	94.1%
2 (80)	100.0%	96.9%	91.1%	97.2%	100.0%	94.3%	87.9%	89.2%	100.0%	100.0%	72.2%	90.0%	94.1%	88.2%
3 (50)	59.4%	62.5%	35.1%	30.6%	60.0%	77.1%	75.8%	66.7%	47.4%	52.6%	22.2%	5.0%	82.4%	47.1%
4 (70)	62.5%	65.6%	18.9%	25.0%	40.0%	42.9%	81.8%	81.1%	47.4%	42.1%	44.4%	40.0%	82.4%	94.1%
5 (50)	56.3%	75.0%	59.5%	77.8%	97.1%	45.7%	84.8%	63.9%	100.0%	47.4%	61.1%	80.0%	97.1%	76.5%
6 (85)	59.4%	93.8%	89.2%	97.2%	100.0%	100.0%	90.9%	86.5%	100.0%	100.0%	52.8%	95.0%	100.0%	82.4%
7 (80)	50.0%	84.4%	32.4%	52.8%	80.0%	88.6%	81.8%	40.5%	71.1%	52.6%	36.1%	85.0%	58.8%	58.8%
8 (65)	37.5%	90.6%	32.4%	5.6%	60.0%	57.1%	81.8%	45.9%	39.5%	26.3%	44.4%	5.0%	14.7%	5.9%
9 (50)	96.9%	100.0%	89.2%	97.2%	97.1%	100.0%	93.9%	89.2%	100.0%	89.5%	80.6%	100.0%	100.0%	100.0%
10 (80)	84.4%	93.8%	75.7%	83.3%	60.0%	97.1%	90.9%	81.1%	81.6%	89.5%	45.7%	55.0%	94.1%	58.8%
11 (65)	43.8%	53.1%	45.9%	58.3%	37.1%	62.9%	54.5%	61.1%	39.5%	42.1%	44.4%	20.0%	58.8%	52.9%
12 (65)	9.4%	40.6%	48.6%	61.1%	28.6%	65.7%	45.5%	35.1%	47.4%	26.3%	37.1%	15.0%	52.9%	41.2%
13 (80)	87.5%	100.0%	89.2%	80.6%	80.0%	97.1%	97.0%	76.5%	94.7%	94.7%	88.6%	75.0%	94.1%	88.2%

*Represents criteria for each objective.

APPENDIX C

TABLE C.1. SUMMARY OF NUMBER AND PERCENT OF PREKINDERGARTEN FAMILIES ATTAINING OBJECTIVES REGARDING THE PARENTS AS PARTNERS COMPONENT BY BUILDING, 1987-88.

School	Number of Students Enrolled*	Parent Participation Objective 14		Parent Meetings Objective 15		Homework Activities Objective 16	
		#	%	#	%	#	%
Baillie	33	29	(87.9)	31	(93.9)	32	(97.0)
Coulter	33	24	(72.7)	29	(87.9)	28	(84.8)
Emerson	38	34	(89.5)	27	(71.1)	34	(89.5)
Haley	36	27	(75.0)	30	(83.3)	35	(97.2)
Heavenrich	35	31	(88.6)	31	(88.6)	32	(91.4)
Houghton	36	35	(97.2)	36	(100.0)	36	(100.0)
Jones	34	22	(64.7)	28	(82.4)	28	(100.0)
Longfellow	36	19	(52.8)	28	(77.8)	35	(97.2)
Loomis	37	30	(81.1)	30	(81.1)	37	(100.0)
Morley	20	16	(80.0)	15	(75.0)	19	(95.0)
Rouse	37	27	(73.0)	27	(75.7)	26	(70.3)
Salina	20	20	(100.0)	17	(85.0)	20	(100.0)
Webber	51	50	(98.0)	49	(96.1)	51	(100.0)
TOTAL	446**	364	(81.6)+	379	(85.0)+	419	(93.9)+

*Number of students enrolled and attending program for any length of time.
**This figure does not include duplicate students who were enrolled at two or more different sites during the year.

+Objective attainment:

--Parent Participation of at least 60% for at least four shool activities.
--Parent Meetings of at least 60% for at least four Friday meetings.
--HomeWork Activities of a least 80% for at least nine home activities.